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ABSTRACT

The Pennsylvania Department of Education suggests a scheme of what a school district might do in the way of preassessment publicity, concurrent publicity, and postassessment publicity regarding Educational Quality Assessment (EQA) reports. A case study is presented of a hypothetical school district with five elementary schools, two junior highs, and a senior high which received eight EQA reports. The presentations are suggestive, not prescriptive. Sample releases, letters to parents, memos to teachers, statements to pupils, etc. are provided as examples of these different methods of information dissemination. (Author/RC)

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Educational Quality Assessment

Publicity Suggestions or . . .

Is anybody out there listening . . . or talking ?

TM 004 084

Prepared by
Division of Educational Quality Assessment
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INTRODUCTION

The decision of what, how and to whom to communicate *any* test results is a very individualistic determination (see *Nations Schools,* April 1972). The superintendent who, along with the staff, receives a number of Educational Quality Assessment reports is faced with an added dilemma because of the length and complexity of each report.

The one decision the superintendent need no longer make is *whether* to release the information to relevant publics–the school board, faculties, community, and students. The resolution passed in March 1974 by the State Board of Education reaffirms the principle of community involvement in the development of the long-range plans which must be submitted by each school district. Since the plan must be based upon the findings of EQA, it will be difficult to meet both these criteria without sharing those same EQA results with that community. Basic Education Circular 80 (see Appendix) relates to department policy on release of EQA results.

For the first three years of voluntary participation by school districts in EQA, the Pennsylvania Department of Education left to each superintendent the discretion of sharing the results. Some may view this a dereliction of duties, others as a healthy hands-off policy by the PDE. But, as long as districts were volunteering for the assessment, it would have been somewhat unfair to require a participating district to release its results while the adjoining district had declined even to volunteer.

This departmental policy, while not without either its merits or faults, resulted in many districts making the easy decision to do nothing about informing any of its publics of the results of that four hours of testing its students had undergone.

Many others, from 1970-73, have used diverse and imaginative means of sharing the results. An EQA follow-up questionnaire surveyed those 238 districts to see how, what and to whom results were communicated. Many of the ideas cited herein are based upon replies and samples of dissemination materials used by these districts.

The biggest obstacle to communication has been the uneasiness administrators have felt in grasping and understanding the complex report. Indeed, those districts that have done the most with the report are those where someone on the staff–an assistant superintendent, curriculum director, or even the superintendent–has taken the time to fully understand the report. Only when someone feels comfortable and competent enough to tell one's colleagues what is in the reports can sharing the results be successful. Nothing can be more disastrous or a waste of time than the person who stands in front of a faculty, say, and misinforms them or is unable to answer the first question posed. When this *expert* can't answer the query, the questioner may conclude that there is no satisfactory answer and leave with negative feelings about EQA. EQA's harshest critics are almost always those least informed or misinformed.

Generalizations on how to share results are next to impossible. For example, the one-school district (with only three reports, one each for its 5th, 8th and 11th grades) will use an approach quite different from the district with 20 schools.

Following is a case study of a hypothetical Upper Penn School District with five elementary schools, two junior highs and a senior high which received eight EQA reports. The presentations are *suggestive,* not *prescriptive.*

Publicity can be classified many ways. The scheme used here suggests what a school district might do in the way of preassessment publicity, concurrent publicity, and postassessment publicity. The emphasis is on the last of these as communicating the assessment results is the most challenging task.

PREASSESSMENT PUBLICITY

Introduction

Many school personnel use some means to publicize their participation in the assessment program prior to the actual testing of students. This may be through a press release, district newsletter, faculty bulletin, etc. Or one may communicate similar information orally at meetings of the school board, faculty, PTA, or civic groups such as the League of Women Voters or Kiwanis Club.

Some people feel preassessment publicity will only *cause* problems. Others have made commitments to parents and faculty to inform them beforehand of *any* testing.

There are two principles which should be emphasized and remembered at all times:

(1) Students are never identified by name. Their replies are not only confidential but also anonymous. Students remove their names from their answer sheets before turning them in. No one *anywhere*, in the school or in Harrisburg, has any way of knowing *who* said what. They know only, and then only collectively, *what* the students said.

This policy avoids attaching insidious labels to students to be used locally or stored in some *Big Brother* computer data bank. It further is designed to encourage honest replies on the part of the students so they do not feel compelled to give the *right* answer and play the game of *guess what they want to hear.*

(2) The assessment program is a legislative mandate, directed by the State Board of Education and administered by the Department of Education. (Forty-eight states have some kind of assessment or accountability legislation now on their books. And national assessment, funded by the federal government, asks similar questions of the sampled students although no data are returned to the school).

Some irate citizens who write their legislators or threaten a Congressional investigation seem to think the department or the school is doing something behind the legislature's back. They may still disagree with the concept (although few do when they are in possession of all the facts) but at least they should know how and why assessment came about and what it purports to do.

Following are two articles–Sample Release A and Sample Release B that could be used to announce a district's participation in EQA. A few words, in brackets, might be either omitted or simplified after considering the sophistication of the intended audience.

SAMPLE RELEASE A

UPPER PENN SCHOOLS TO PARTICIPATE IN STATE ASSESSMENT PROGRAM

In March of this school year Upper Penn Schools will be participating in the Educational Quality Assessment program administered by the Pennsylvania Department of Education.

What is quality education? When is a school good? When more students go on to college? When it spends more money? When it has a championship football team? Or, is it good when the school officials say it is?

Until recently there have been few methods for measuring the quality of any given school. To remedy this situation, the Pennsylvania Legislature devised an objective and systematic means of evaluating education in the Commonwealth called the Pennsylvania Educational Quality Assessment Program. The program coordinator developed a survey based on Pennsylvania's *Ten Goals of Quality Education.* The 10 goals urge schools to place a high priority on their students' personal and social growth as well as their intellectual growth.

It should be noted that Pennsylvania's plan for assessment is unique. Although the program is now mandatory, participation was on a voluntary basis for the first three years. It seems that school officials as well as the public are anxious to receive objective information about their schools, their students and their teachers. Past surveys have provided officials of 300 of the state's 505 school districts with valuable information. By a resolution of the State Board of Education, one-third of the schools in the state are being assessed in each of three years, 1974, 1975 and 1976.

Upper Penn is one of 170 districts which will receive reports for their 1,200-some schools this October. Over 160,000 5th, 8th and 11th grade students around the Commonwealth will be completing questionnaires during the first two weeks of March.

The Assessment Provides Information

The assessment is not a device to standardize the curriculum as specific subject matter plays a minor role in the survey. It does give schools *information* about what their students know and feel, their teachers' perception of the school and community, and how these attitudes compare to those in schools throughout the Commonwealth. The key word is information--value judgments are left to the local school officials. More specifically, the survey considers the attitudes, values, beliefs, habits and basic cognitive skills thought to be important in the development of our children. Students do not put their names on their answer sheets so there is no record of how any individual answered the questions.

Teachers also respond to a questionnaire concerning classroom practices, teacher experience, community conditions and other variables. All of the information received is combined with additional background information on file in the state Department of Education to form the school report. A report will be compiled for each school to give us objective information about how our schools compare to others throughout the state and, moreover, to other schools that are similar to ours. Such hard data are necessary to combat the folklore and testimonial aspect of the usual assurances that one has a good school.

SAMPLE RELEASE B

Upper Penn Schools to be Assessed by State

In March of this school year, Upper Penn Schools will be participating in the Educational Quality Assessment program administered by the Pennsylvania Department of Education. Students in grades 5, 8 and 11 will be completing questionnaires to obtain information on student skills and attitudes on the *Ten Goals of Quality Education*. These goals, adopted in 1965 by the State Board of Education, underscore the role of the school in developing the whole child. Basic skills tests are included as well as attitudinal measures which give information about the students' interest in school, citizenship, health habits, creativity, etc.

Students are not identified by name; in fact, they will remove their names from their answer sheets before turning them in to be mailed and scored. This [anonymity]is particularly important when asking attitudinal questions so that a student will answer honestly and not feel compelled to give the socially desirable answer. Moveover, no [insidious] labels can be attached to students and made a part of their permanent record. No one anywhere will know how a given student replies to any item.

All data will be aggregated for each school to give information regarding both absolute and relative student performance on the 10 goals. We will find out how our schools fare compared to all other schools in the state; in addition, we will discover how our schools' scores compare to schools with a similar mix of operating conditions.

To find out what those conditions are, [socioeconomic] data (occupational and educational levels of parents) must be obtained from the students--but again aggregated for the school. A questionnaire, to be filled out by teachers, adds further to this background information to complete the school's profile. Thus, the school obtains in return not only where it is scoring but also where one might reasonably expect it to score with the resources at its disposal.

The state assessment program, although operational since 1970, is now in the second year of a 1974, 1975, 1976 cycle. In the spring of each year, one-third of the schools in the state are assessed in keeping with the legislative mandate that a uniform evaluation procedure be developed to obtain objective data about the schools. Upper Penn is one of 170 districts which will be receiving reports for their more than 1,200 schools next fall. In excess of 160,000 students around the Commonwealth will be completing the Pennsylvania Student Questionnaire during the first two weeks of March.

Educational Quality Assessment won't answer all the questions about Upper Penn Schools. It may even raise some. But, it will give us an important tool for seeing how Upper Penn compares to other schools throughout the state and an unparalleled vantage point to see what we are doing for students in the affective as well as the cognitive areas.

CONCURRENT PUBLICITY

Introduction

Publicity prior to or during the actual administration of the questionnaires is a matter which, like all others, must be locally determined based upon a knowledge of the community. For example, at the regional workshops designed to coordinate the statewide administration, a sample letter was made available for elementary schools to send home with students to obtain the father's occupation and mother's educational levels when such data are not available on school records. EQA staff were not recommending the letter, just making it available; in fact, they were issuing a warning that those using it should carefully consider the possible repercussions. Some district representatives concluded that they might better avoid sending a letter; others stated that their commitments to parents mandated prior notification even that testing was taking place.

Two sample letters, A and B, notifying parents and requesting father's occupation and mother's education levels follow.

In addition to the general information regarding the assessment program, Sample C illustrates a statement to be read to teachers prior to requesting them to complete the teacher questionnaire. Sample D could be read to students prior to their completing the student questionnaire.

SAMPLE A

February 22, 197_

Dear Parent:

Upper Penn School District is scheduled to participate in the Pennsylvania Educational Quality Assessment Program during the week of *March 4, 197_*. Students enrolled in the 5th, 8th and 11th grades will be involved.

The assessment is not a test in the usual sense.

Primarily, it is a set of questionnaires designed to describe attitudes and knowledge possessed by students as a group at the grade level for each school.

The assessment will provide information related to the *Ten Goals of Quality Education* established by the Pennsylvania State Board of Education. The results of the assessment will be reported back to schools where they can be analyzed and interpreted for purposes of clarifying, evaluating and improving educational programs in local schools.

The reporting system used by the state permits the *actual* outcomes to be compared with *predicted* outcomes for each school. To assist in determining *predicted* outcomes the state Department of Education, Division of Educational Quality Assessment, must have information from parents of 5th grade students as requested on the enclosed form. Please complete and return this form to the homeroom teacher by March 1, 197_, in the envelope provided. This same information will be provided to the test bureau by 8th and 11th grade students as a part of the student questionnaire. Needless to say, the responses are confidential and all reports will be anonymous.

If you have questions, please contact your principal. Your cooperation is appreciated.

Sincerely,

John J. Doe
Superintendent of Schools

Educational Quality Assessment Information
for the Pennsylvania Department of Education

February 22, 197_

Pupil's Name _____

MOTHER OR FEMALE GUARDIAN

From the list of educational levels below circle the number which represents the highest educational level reached.

1. None or some grade school
2. Completed grade school
3. Some high school but not a graduate
4. High school graduate
5. Some college, vocational, technical, business school after high school
6. Bachelor's degree
7. Master's degree
8. Some work toward a Ph.D. or professional degree
9. Ph.D. or professional degree

FATHER OR MALE GUARDIAN

What is your occupation? _____

Thank you for your cooperation.

SAMPLE B

Dear Parent:

In an attempt to identify the strengths and weaknesses of our schools' programs, Upper Penn School District is participating in the Pennsylvania Department of Education's Quality Assessment Program. The program measures student performance in many areas--such as basic skills, self-esteem, citizenship, health habits. To make statewide comparisons, the state department needs information about the community and its parents.

Our records contain most of the requested information, but we need two additional items to complete the questionnaire.

To supply the missing data, would you please complete the form below and return it to the school by *March 8, 197_*.

. . . . . .

Student's name _____

Highest level of education attained by student's mother or female guardian _____

Occupation of student's father or male guardian _____

SAMPLE C

Our school is taking part in the Educational Quality Assessment Program of the Pennsylvania Department of Education. The results of the program will aid our staff in making decisions about our school's programs in the future. Our students will fill out a questionnaire which will indicate their performance on each of the *Ten Goals of Quality Education*. This performance will be compared to the performance of students in other schools in Pennsylvania. Also, the student performance will be compared to that of schools with similar conditions, such as instructional expense per pupil, size, parental attitudes. Some of these conditions involve teachers. I am distributing a brief questionnaire which you should fill out frankly and honestly. You will notice that you must fill out the district name and school name, but there is no individual identification. After the questionnaires are completed, they will be scrambled as they are collected and placed in an envelope which will be sealed and placed with the student materials to be mailed to the scoring firm. This does not allow anyone to identify any individual and will permit you to answer freely. The information returned to the district will be on a group basis. The value of this service program depends on your candid, honest answers.

SAMPLE D

Eleventh grade students of Upper Penn School District have been selected to take part in an important project for the school district in cooperation with the Pennsylvania Department of Education.

The questionnaires which you will complete are designed to assess your thoughts and feelings about yourselves and the world you live in. In addition to the usual mathematics and verbal tests you are accustomed to taking, you will be asked questions about how you feel about school, about yourself and about others. There will be items about health sports, art and music.

The answers you give will in no way affect your school grades. Your answer sheet will be read by machine. In fact, you will remove your name from the answer sheet when you have finished with it. Your individual responses will be kept in the strictest confidence and will not be returned to you or to your school.

You can help to make this program a success by being very honest when answering those questions which ask your opinions. For those questions which ask for facts, answer to the best of your knowledge.

Through these questionnaires we hope that we can better come to grips with the concerns of young adults and students. Hopefully, with better knowledge of your concerns we can: (a) narrow the gulf between student and teacher; (b) create new atmospheres of learning where there is a free exchange of ideas and attitudes, as well as skills, essential for our school to produce citizens prepared to learn and cope with all the skills of life.

POSTASSESSMENT PUBLICITY

Introduction

Releasing, discussing and using the results of the assessment reports must occur on at least two levels–the district and the school–and to three or four kinds of audiences including the school board, the community, and the faculties of the schools.

The two biggest obstacles in sharing results seem to be:

1. How to communicate negative results.

2. How to communicate such a great quantity of information.

The first problem can never be underestimated, but clues from previous districts suggest that negative results are ameliorated when the presenter identifies X as an area of weakness uncovered by EQA and *here is what we are doing about it*. In other words, most reasonable people react favorably to a conscientious action by school officials who acknowledge they are less than perfect and further state what actions they have taken to remedy the situation.

Other times negative results are a confirmation of what school officials have been saying all along. Such consensual validation gleaned from the reports can provide added support to previously unheeded request for funds, programs or personnel.

Specificity and Detail Can Vary

Without hiding information, one can be less specific in communicating results than were the reports. Exhibit C solves this problem by reporting district scores by quartiles rather than percentiles. (One could just as well use quintiles, deciles, stanines or any other means of standardizing scores). This is a perfectly honest, legitimate reporting procedure, particularly when the audience will read undue significance to one school's being at the 14th percentile and another's being at the 21st. It can also minimize the pitting of one school against another, which is *not* the purpose of the assessment. The purpose *is* to give decision-makers information about their schools.

The second problem, that of how to communicate the great quantity of information included in the reports, is the real purpose of this document. The overriding principle one must master is that not every number in every report can or must be communicated to every audience. There is no doubt that one of the strengths of the report is its thoroughness and many feel any abridgment will weaken it. But a central office administrator, or whoever is charged with the task, must face the fact that the potential audiences, being statistically less sophisticated, may not comprehend (and worse may misunderstand) all the information. The presenter must also face the fact that every audience may not be all that interested in the total school picture that the report presents. Many teachers, particularly at the secondary level, whether by training or inclination, take a narrow view of their role: *My job is to teach physics, not citizenship.* To the extent such attitudes exist, individual teachers may be less fascinated with the report than their principal.

Releases Should Be Coordinated

Timing deserves some mention. In the past, some districts have shared results with the school board but not informed the faculties. When questioned, teachers were ignorant (*What assessment report?*) and resented being left in the dark. The reverse can equally be true. In one district, a faculty member, married to a board member, took home a handout which the board had not yet seen. All audiences should be informed as close to the same time as possible. When one audience gets results, in effect, the others do too–at least indirectly.

Such sharing, needless to say, underscores the necessity of being forthright, sharing the good and the bad, and not playing one audience against another. One cannot, for example, select all the positive results to present to the board and select all the negative findings to use as a weapon against a faculty or a teachers' association.

One other timing factor to consider is what nearby districts are doing. If a neighboring district issues a press release and you have not yet considered a plan of action you are in an inenviable position.

Methods of Presentation

No single medium need be employed to present results. Both written reports and charts have their limitations. They can be supplemented by oral presentations using charts or transparencies for overhead projectors.

The group must be allowed to ask questions. One-way communication is disastrous. The audience will undoubtedly want and need clarifications. The presenter likewise needs this feedback to assess his or her own success in communicating and avoiding, or at least minimizing, misunderstandings.

All the suggestions which follow are based upon the data included in the school report and information and charts from the interpretation manual. Additionally, many school officials have accepted the invitation to come to the department to obtain item data for one or two goals for their schools. These include the percentage of students who gave each reply to a given item. Because of their specificity, many people find this information easier to identify with than some of the abstractions represented by total or even subscale scores. They are not included in the school report because item data for some 400 questions would make an already complex report overwhelming. Because they are not part of the school report, the exhibits which follow assume no possession of such data by Upper Penn school officials.

The following exhibits suggest kinds of information one might communicate. Extensive use has been made of charts and tables from the interpretation manual. It is not copyrighted. So feel free to copy it! Or pull out sections of the EQA publication *The First Six Years*. Use your imagination. Most of the enclosures are composite plagiarizations–selections of what some school somewhere has used to share results.

Six Samples of Sharing Results

Each exhibit was designed differently. An explanation of possible uses follows:

Exhibit A

This report of *district* results could be used as a press release or a narrative report to the school board prior to a presentation by one of the school officials. Or it could be included as part of a district newsletter.

1. It starts off with a specific and positive district-wide finding.
2. It shows how and when Upper Penn was involved.
3. It includes the 10 goals–in narrative form and in a listing to be placed in box or banner for a news article.
4. It states purpose of assessment.
5. It emphasizes importance of anonymous replies.
6. It states history of EQA.
7. It tells kinds of information provided in the report.
8. It returns to Upper Penn's results, repeating the positive results from the first paragraph.
9. It addresses itself to the math problem area and the *action* taken to date to remedy the problem.
10. It shows that responsibility for action is at the local level.

Exhibit B

This is designed to be used as a handout at a school board meeting.

1. Includes complete statement of the 10 goals.
2. Includes description of the areas measured by each goal instrument (test, inventory, questionnaire).
3. Includes district results for each school–percentile rank by goal and whether score was in expectation band.

Here the schools are identified by number only. One district reported using this procedure at a public board meeting. The overall meeting then was divided into eight separate meetings where parents saw the results in more detail for their school. This procedure minimized interschool comparisons at the public meeting but still allowed parents to see the results for the school which serves their area.

Exhibit C

Purpose is the same as Exhibit B and this page could substitute for percentile scores for each elementary school. This procedure emphasizes needs by *program* areas rather than by school. Only the elementary schools are so grouped here, but the three secondary schools could be added, or put in the same format for a secondary schools report.

Slight modification here would allow the schools to be identified by quartile--that is, which school was in the bottom quartile on Goal I rather than how many schools (in this case, one) were in each quartile.

Exhibit D

This is a detailed report for *one* school in the district which could be used as a handout before or as part of an in-service day or faculty meeting. It is more detailed because it tries to communicate almost all the information in the school report--but in a different, hopefully more readable and understandable format. Highlights include:

1. General background information on mechanics of assessment and kind of data provided in report.

2. Percentile rank by goal and predicted percentile scores (these are interpolated from the norms chart in the manual). The raw scores, without a reference point, are rather meaningless anyway so here they are omitted and only standard scores (percentiles) employed.

3. Criterion-referenced scoring--only the percentage of students in the school satisfying the criterion is included, forcing the readers to think in absolute terms or set their own criterion. The normative-referenced thinker could be accommodated by adding the percentage of students in the state who satisfied the criterion.

4. Listing of all the condition variables, how they were measured and how this school ranked on them.

5. Breakdowns of item responses on selected condition variables such as PERLERAT and MORESB.

Exhibit E

This too, like Exhibit D, is a report for only one school. It includes a narrative portion and:

1. Descriptions of the subscales for each goal.

2. Percentile rank and predicted percentile rank by goal.

3. *Selected* condition variables which might be of particular interest to the audience. Two districts reported that the method they used to arouse the interest in what they anticipated might be an apathetic faculty was to *start* with the teacher data in the condition variables section. They reasoned that because the teachers had all been involved in filling out teacher questionnaires, they could identify most with that portion of the report and would be most interested in data about themselves.

Exhibit F

These are suggestions as to the kinds of analyses one might go through and some sample conclusions one might draw to give as an oral presentation to a faculty.

The norms chart is an effective visual which can be transferred to a transparency. Here when a school score falls at the 30th percentile, one can almost picture the 30 per cent of the schools scoring below that point and 70 per cent scoring above.

Included are examples of the kinds of statements one can abstract from the condition variable scores. They are minimally statistical yet communicate the same information.

Finally, it illustrates how one might use the condition variable information to suggest changes in the school. Just as one can look at student performance and devise program changes, an analysis of standing on condition variables can suggest school weaknesses; these may, in fact, be more amenable to change than student performance.

EXHIBIT A

District Press Release

Upper Penn Schools Receive State Assessment Results

Developed verbal skills and readiness to accept change in the world are the two areas in which Upper Penn elementary students excel, according to the Pennsylvania Department of Education.

Reports were delivered recently by a team from Harrisburg who sat down with the administrative team to report the findings of the school assessment program conducted last spring in the Upper Penn schools as part of the state's Educational Quality Assessment Program.

Last March Upper Penn's 5th, 8th, and 11th grade students completed lengthy questionnaires designed to measure the students', and hence the school's,status on the *Ten Goals of Quality Education.* These goals were formally adopted by the State Board of Education in 1965. They endorse the philosophy that the school's purpose goes beyond teaching the 3 R's, that the school plays a part in developing a youngster's attitude toward self, toward others, toward school and learning in general. Furthermore, the school has a responsibility to develop in each student desirable health habits, creativity, an appreciation of the cultural contributions of others, an awareness of the world of work, and the ability to cope with a world of constant change.

Although the results for the elementary schools are based upon replies of 5th graders, they are used to represent the school, not what 5th grade teachers alone have contributed to their development. After all, these pupils have been in the school for five years so it is fairer to use the results as an assessment of the school. The program is not designed to measure teacher effectiveness–what many have called accountability. The results are aggregated for *all* the 5th graders and identification of individual teachers is not permitted by the state plan.

All replies by students, and teachers who also complete a questionnaire, are anonymous. Students remove their names from their answer sheets before turning them in. Why? There are at least three reasons:

1. Possibly foremost is the desire to avoid placing labels on students–such things as *Jan Jones has a low self-esteem*–and having such a tag stick with them forever.

2. Since many questions deal with attitudes, some about the teachers and the school, students must feel free to answer truthfully without pressure to respond in a socially desirable fashion out of some fear that their teachers will be reading their answers.

3. Since the purpose of the program is to assess the *school*, it is not necessary to know *who* said what–only what they said and can do.

This purpose goes back to 1963 with the original legislation that required the State Board of Education to develop a procedure to measure objectively the adequacy of the educational programs offered by public schools of the Commonwealth.

The assessment service was offered to school districts on a voluntary basis for elementary and high schools from 1970 through 1972. In 1973, with the addition of an assessment battery for intermediate schools, the evolution was complete. In November 1973, the State Board of Education devised a timetable for further participation of schools and to enforce the legislative mandate. The resolution stated that in the spring of 1974, 1975 and 1976 one-third of the schools in the state will participate so that by fall of 1976 every one of the 505 school districts in the state will have assessment reports for its schools.

Each school in the district receives its own report. Upper Penn School District–with five elementary schools, two junior high schools and the senior high–received eight different reports.

Typically, the assessment team from PDE pointed out, the individual elementary schools, for example, have differing results.(They further emphasized, that is why the school is the unit of analysis and not the district. Were the results to be aggregated for a district, those differences among schools would become hidden.)

Upper Penn is no exception to that rule. The length and complexity of the school reports combined with their individual differences make generalizations about the district very difficult. The most meaningful analysis comes when the administrators, teachers, parents and even students can discuss the results for their school.

Included in the report for each elementary school are four different kinds of information:

1. For each of the 10 goals, a comparison of the school scores to all other elementary schools in the state.

2. An expected score range for each goal based upon an analysis of the resources that particular elementary school has at its disposal.

3. The school's relative standing on each of the resources–teachers, students, money, community–used to calculate the expected score range.

4. The number of pupils with a minimum positive attitude in the attitudinal goal areas and the number scoring high and low in the cognitive areas such basic skills or knowledge of vocations.

The results for Upper Penn elementary schools show, overall, verbal scores in basic skills to be high. For instance, two of the schools scored in the top 15 per cent of the schools in the state. Furthermore, these scores were above the expected scores calculated for those schools. That means that even taking into account the possibly more favorable circumstances these schools are operating under, they still are scoring higher than schools with similar advantages.

The elementary schools all scored in the top third of the state in *preparation for a changing world.* Here pupils indicated their degree of comfort and willingness to adjust to new circumstances which they might face as societal changes continue or even accelerate.

In most other goal areas there is a great diversity of scores among the elementary schools. However, in all five elementary schools, the mathematics scores are below the verbal scores. Moreover, none exceeds its expected score or is in the top half of the state.

Upper Penn Superintendent of Schools John J. Doe noted that other recent achievement test information has shown a similar pattern of mathematics scores not matching reading scores. According to Dr. Doe, *"This additional confirmation has resulted in the creation of a task force of principals and teachers from each school meeting to analyze our mathematics program. They are looking at textbooks, curriculum, and teaching methods with their recommendations to be presented to me by December 1st."*

John Jones, director of curriculum, pointed out: *"No written, narrative report can begin to communicate all the valuable insight into our schools we have gained through our participation in Educational Quality Assessment."*

Each school's report will be presented at a series of meetings in January at the respective schools. At that time parents and interested citizens will be able to view in more detail the report for their schools and have an opportunity for discussion and to ask questions.

Educational Quality Assessment reports are not prescriptive. Dr. Doe concluded: *"The state isn't trying to tell what's right or wrong, good or bad, or what to do now. They do provide us with a great deal of information which is the starting point for self-analysis. We see some strengths in our school programs. We see some weaknesses. It is our task as a school district and as a community to capitalize on our assets and to overcome our shortcomings."*

Pennsylvania's Ten Goals of Quality Education

Quality education should:

I **Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.**

II **Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.**

III **Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.**

IV **Help every child acquire a positive attitude toward the learning process.**

V **Help every child acquire the habits and attitudes associated with responsible citizenship.**

VI **Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.**

VII **Give every child opportunity and encouragement to be creative in one or more fields of endeavor.**

VIII **Help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities.**

IX **Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.**

X **Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.**

EXHIBIT B

District Data for School Board by Percentile

UPPER PENN SCHOOL DISTRICT

GOAL	SUBSCALES AND DESCRIPTIONS
I **Self-Esteem**	*Self-confidence:* Feelings of success, self-determination, attractiveness and self-worth *Feelings of control over environment:* Belief that success in school and work depend on effort, not luck *Relationships with others:* Perceived ease in making and keeping friends and feelings of acceptance by others *Self-image in school:* Feeling of success in schoolwork, class recitation and teacher relationships
II **Understanding Others**	*Race:* Comfort when interacting with others of another race *Religion:* Comfort when interacting with others of different religious beliefs *Socioeconomic status:* Comfort with others who are richer or poorer than self *Intelligence:* Comfort with others of higher or lower ability levels *Handicap:* Comfort when interacting with others who are physically handicapped
III-V **Basic Skills: Verbal**	A 15-minute test of verbal analogies
III-M **Basic Skills: Math**	A 15-minute test to measure mathematical concepts and mathematical computations
IV **Interest in School**	*Attitude toward learning:* Willingness to expend effort to learn and valuing the importance of continued learning throughout life *Attitude toward school:* Belief school attendance is important; attitude toward school setting, teachers and course work
V **Citizenship**	*Welfare and dignity of others:* Concern for feelings of others, willingness to protest racial discrimination and to accept new people into the group *Respect for law and authority:* Willingness to report lawbreaking, to refrain from destructive actions and to obey authorities during emergencies *Responsibility and integrity:* Willingness to report own mistakes and honoring self-made commitments to group and individuals

GOAL	SUBSCALES AND DESCRIPTIONS
VI **Health Habits**	*Personal Health:* Willingness to follow proper diet, take proper medical precautions *Safety:* Restraint from unnecessary risk-taking at home, at school and at play *Drugs:* Restraint from improper use of prescription drugs and maintaining close contact with others using drugs
VII **Creativity**	*Visual Arts:* Willingness to use own ideas and designs in painting, crafts, photography and sculpture *Performing Arts:* Willingness to perform in music, acting, sport or modeling *Science:* Willingness to do experiments in social and physical sciences and to design or work with mechanical or electronic gadgetry *Writing:* Willingness to produce original written products such as poems, jokes, skits, essays and music
VIII-A **Vocational Attitude**	Items measure attitude toward work, career choice and efforts at establishing long range educational plans.
VIII-K **Vocational Knowledge**	This multiple-choice vocational knowledge test taps understanding of skill, training and education requirements of various occupations.
IX **Appreciating Human Accomplishments**	*Valuing:* Attaching importance to achievement in the arts and sciences and the role played by people in these areas *Receiving:* Willingness to learn more about achievements in the arts and sciences, and to seek out experiences which provide first-hand information on what people in these areas are doing
X **Preparing for a Changing World**	*Using effective solutions:* Tendency to try solutions reflecting positive adjustment to change *Refraining from ineffective solutions:* Tendency to avoid use of aggressive or withdrawing reactions in face of change *Emotional adjustment:* Perception of length of the time needed to emotionally adjust to change

UPPER PENN SCHOOL DISTRICT

State Percentile Rank

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Goal	School E_1	School E_2	School E_3	School E_4	School E_5	School JH_1	School JH_2	School SH
Self-Esteem	79	33	51	55	14b	38	56	84
Understanding Others	45b	80	42	73	66	30	53	30b
Basic Skills-Verbal	72	58	37b	97a	85a	85	49	22
Basic Skills-Math	10b	17b	7b	41	19	24	15b	25
Interest in School	17b	44	87a	79	47b	15	61	13b
Citizenship	46	32	40	68	38b	11	32	5b
Health	30	19b	50	53	57	8	30	5b
Creativity	33b	25b	51	83a	56	57b	68	54a
Vocational Development	46	42	17b	21b	47	20b	26	18 24
Appreciation of Human Accomplishment	39	22b	67a	97a	61	43	76	18b
Preparing for a Changing World	77	67	99a	85	90	57a	79a	14b

EXHIBIT C

District Data for School Board by Quartile

UPPER PENN SCHOOL DISTRICT

Number of Elementary Schools Scoring

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	Below 25th % ile	25th-50th % ile	51st-75th % ile	Above 75th % ile
I	1b	1	2	1
II	0	2b	2	1
III-V	0	1b	2	2 a,a
III-M	4b,b,b	1	0	0
IV	1b	2b	0	2a
V	0	4b	1	0
VI	1b	1	3	0
VII	0	2b,b	2	1a
VIII	2b,b	3	0	0
IX	1b	1	2a	1a
X	0	0	1	4a
TOTALS	10_{9b}	18_{6b} .	15^{1a}	12^{6a}

a = above expected score range

b = below expected score range

EXHIBIT D

Detailed Report for

One School

QUALITY EDUCATION

How is it defined?

How is it measured?

The effectiveness of the educational program at Upper Penn Junior High South was assessed last March by the Bureau of Planning and Evaluation (Division of Educational Quality Assessment) from the Pennsylvania Department of Education. Students in the 8th grade completed an Educational Quality Assessment Inventory which measured their development in each of the *Ten Goals of Quality Education.*

The Educational Quality Assessment Inventory is a collection of paper-and-pencil measurement devices serving to appraise attitudes, values, beliefs, habits and basic cognitive skills thought to be important in becoming a functioning young citizen of today's world. For more thorough interpretation and understanding, information is available concerning the origin of the tests used, what they really measure, how accurately and reliably they measure what scores on the tests mean, how acceptable scores are determined, and how much influence faking and response bias have on the final results.

Students responded on separate, machine-scorable answer sheets to the inventories designed to measure their status, and hence, the school's, on the *Ten Goals of Quality Education.* Relevant background information was supplied separately on the educational level of parents, occupation of father, etc. Anonymity for each respondent was maintained.

Teacher data were also collected anonymously through the use of a questionnaire featuring items concerning background, classroom practices, experience, job satisfaction, etc. This teacher information supplemented data from students to obtain a profile of the school–to see under what kinds of conditions (condition variables) the school is operating which might place restraints on what can be accomplished.

Although a school's standing on a condition variable might be of interest in itself, the primary purpose of collecting information was to take into account those differences in schools, communities, instructional staff and students in an attempt to provide a fair comparative base indicating what a school can accomplish with its pupils. The *predicted score ranges* and *prediction bands* reported in the general summary present the scores one would predict of our school knowing the resources at its disposal. The predicted scores involve no subjective judgment about the school. It is based upon a statistical analysis of what other schools are, in fact, able to do with relatively similar operating conditions such as socioeconomic status.

SUMMARY OF PUPIL RESPONSES TO TEN GOALS OF EDUCATION

		Prediction Band Percentile	Actual School Percentile
I.	Self-Esteem	39-75	56
II.	Understanding Others	38-75	53
III-V.	Basic Skills: Verbal	31-60	49
III-M.	Basic Skills: Math	18-50	15
IV.	Interest in School	34-69	61
V.	Citizenship	15-37	32
VI.	Health Habits	10-44	30
VII.	Creativity	52-87	68
VIII.	Vocational Knowledge	20-55	26

IX.	Appreciating Human Accomplishments	45-86	76
X.	Preparing for a Changing World	27-71	79

SUBSCALES OF TEN GOALS

The following items subdivide the affective goals to better diagnose areas of strength and weakness. Corresponding figures indicate the percentage of students (those responding positively to at least half of the total attitude items) who reacted favorably on each subscale.

		Per Cent
I.	SELF-ESTEEM	
	Self-Confidence	65
	Feeling of Control Over Environment	76
	Relationships with Others	66
	Self-Image in School	56
	Total Scale	75
II.	UNDERSTANDING OTHERS	
	Race	70
	Religion	67
	Socioeconomic Status	87
	Intelligence	76
	Handicap	76
	Total Scale	86
IV.	INTEREST IN SCHOOL	
	Attitude Toward Learning	73
	Attitude Toward School	60
	Total Scale	68
V.	CITIZENSHIP	
	Welfare and Dignity of Others	34
	Respect for Law and Authority	20
	Responsibility and Integrity	23
	Total Scale	22
VI.	HEALTH HABITS	
	Personal Health	32
	Safety	35
	Drugs	57
	Total Scale	35

SUBSCALES OF TEN GOALS (continued)

VII-A.	CREATIVE ATTITUDE	
	Visual Arts	79
	Performing Arts	48
	Science	68
	Writing	60
	Total Scale (Attitude)	64
VIII-A.	VOCATIONAL ATTITUDE	87
IX.	HUMAN ACCOMPLISHMENTS	
	Valuing	65
	Receiving	31
	Total Scale	44
X.	PREPARING FOR A CHANGING WORLD	
	Using Effective Solutions	77
	Refraining from Ineffective Solutions	81
	Emotional Adjustment	46
	Total Scale	81

FROM ADMINISTRATORS AND DEPARTMENT RECORDS

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VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION	Upper Penn JHS South Score	Percentile Rank
GRENROLL (Grade Enrollment)	The school administrator reported the December 1, 1972 enrollment of the grade under consideration.	Actual number of students.	A higher value indicates a larger grade enrollment.	356.00	83
PCTATTEN (Percentage attendance)	The school administrator reported the per cent attendance for 1971-72 of the grade under consideration.	Expressed to nearest whole per cent.	A higher value indicates a higher attendance rate.	92.00	15
THOLDPOW (Teacher holding power)	The school administrator reported the number of teachers in the building and the number of teachers leaving between school years.	Expressed in per cent (Average for two years, if available).	A higher value indicates that the school keeps more teachers over a period of years.	85.90	19
HOUSING (Residences in school's community)	The school administrator estimated the percentage of various types of housing units in the area served by the school.	6 = Expensive homes 5 = High rental apartments 4 = Moderate priced homes 3 = Moderate rental apartments 2 = Low cost homes 1 = Low rental apartments	A higher value indicates the area the school serves has a relatively larger proportion of expensive private homes and/or apartments.	3.75	73
SLOCATE (School location)	The school administrator indicates the type of community in which the school is located.	7 = In inner part of larger city (over 100,000) 6 = In a residential area of larger city (over 100,000) 5 = In a city with 10,000 to 100,000 people 4 = In an industrial suburb 3 = In a residential suburb 2 = In a small town (less than 10,000 people) 1 = In a rural area	A higher value indicates that the school is located in an area of more dense population, i.e., more removed from open space.	3.00	75
INNOVATE (School innovation)	The school administrator reported the extent to which the school employed 11 educational practices judged to be innovative (e.g., open classrooms, flexible scheduling, outdoor education)	4 = Use regularly 3 = Use occasionally 2 = Have tried but do not use 1 = Have never tried Range 11-44	A higher score indicates the school uses several innovative practices regularly and/or many of the practices at least occasionally.	32.00	90

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STAFFP (Teacher to pupil ratio)	The teachers reported their average class size.	Expressed as a teacher to pupil ratio.	The percentile rank indicates the per cent of schools with a greater average class size.	1:27.5	98
INSEXADM (Instructional expenses per average daily membership)	The instructional expenses of the secondary program were divided by the Average Daily Membership of the secondary schools.	Expressed in nearest whole dollar for 1971-72.	A higher value indicates that the district expends relatively more funds per student for secondary instruction.	589.00	63
ENROLCAP (Ratio of school's enrollment to capacity)	The enrollment of the school building was divided by the rated capacity of the building.	Expressed in per cent.	A higher value indicates that the school building is more crowded.	87.38	30
TEXPER (Teacher experience)	The total years of service in education was obtained for each teacher from the Professional Personnel Record.	Expressed as average years' experience.	A higher value indicates that the teachers of the school have relatively more years of teaching experience.	6.08	5
TAGE (Teacher age)	The age of each teacher was obtained from the Professional Personnel Record.	Expressed in average years of age.	A higher value indicates that the school has a relatively older teaching staff.	30.77	6

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION		
TEDUC (Teacher education)	The level of education of each teacher was obtained from the Professional Personnel Record.	9 = Doctor's degree 8 = Master's degree plus 2 years 7 = Master's degree plus 1 year 6 = Master's degree 5 = Bachelor's degree plus 1 year 4 = Bachelor's degree 3 = Three years of college 2 = Two years of college 1 = One year of college 0 = No college	A higher value indicates that the school's instructional staff has a higher level of formal education.	4.36	15
PCTFEM (Per cent female teachers)	The sex of each teacher was obtained from the Professional Personnel Record.	Expressed in percentage	A higher value indicates that the school has a higher percentage of female teachers.	53.85	87

FROM TEACHERS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION	Upper Penn JHS South Score	Percentile Rank
TLOCALE (Teacher locale)	The teachers reported where they spent most of their lives.	3 = Outside this state 2 = In this state but outside this town, city or immediate area. 1 = In this town, city or immediate area	A higher value indicates that the school's teaching staff is drawn more from the areas outside that immediate area.	1.86	93
TCAREER (Teacher career)	The teachers reported what they would like to do now or later if they had the opportunity.	3 = Continue as a classroom teacher 2 = Take a position in education other than classroom teaching 1 = Take a position outside education	A higher value indicates that the school's teaching staff has a greater wish to stay in education and in the classroom.	2.32	48
TSATPAR TSATFS TSATPRIN TSATST (Teacher satisfaction with relationships with:) 1) Parents 2) Staff 3) Principal 4) Students	The teachers reported how satisfied they were with their relationships with: Parents and parent groups Fellow staff members School principal Students	4 = Very satisfied 3 = Somewhat satisfied 2 = Somewhat dissatisfied 1 = Very dissatisfied	A higher value on any of these indicies indicates that the teaching staff of the school is more satisfied with its relationships with that group.	2.74 3.49 3.49 3.29	19 67 70 85
PERSAD (Teacher perception of school administration)	The teachers responded to 7 items concerning their feelings about the school administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-28	A higher value on this index indicates a more positive attitude of the school's teaching staff toward the school administration.	20.17	77
PERDAD (Teacher perception of district administration)	The teachers responded to 3 items concerning their feelings about the district administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-12	A higher value on this index indicates a more positive attitude of the school's teaching staff towards the district administration.	3.74	1
CLPRACT (Classroom practices)	The teachers reported the extent to which they used 11 classroom practices judged to be innovative (e.g., pupil participation in lesson planning).	2 = Use regularly 1 = Use occasionally 0 = Do not use Range: 0-22	A higher value indicates a greater reported use of these practices by the teaching staff.	9.40	41
DISCREP (Discrepancy)	The teachers rated the relative influence 8 groups (superintendents, parents, teachers, etc.) had on the educational process. They then rated the ideal influence of each of those groups. For each of the 8 groups a real-ideal discrepancy was computed	4 = Maximum discrepancy 3 = Large discrepancy 2 = Some discrepancy 1 = Little discrepancy 0 = No discrepancy Range: 0-32	A higher discrepancy score indicates disparity between what the instructional staff sees as the actual and the ideal influences various groups have in determining educational matters in the school.	10.58	98

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TSRELATE (Teacher/student relationships)	The teachers responded to 14 items which reflect their relationships with students.	Strongly agree Agree Disagree Strongly disagree Range 0-42	A higher value indicates a more personal, humanistic approach to students by teaching staff.	20.63	84
PERLERAT (Teacher perception of learning atmosphere)	The teachers indicated whether each of 21 school problems constituted a problem in their school.	1 = No 2 = Yes Range: 0-21	A higher value indicates a positive learning atmosphere, that teachers feel fewer of the listed problems affect their school.	14.00	58

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PERLERAT

Survey of School Problems: (Per Cent = Yes Responses)

The home environment of the pupils is not good	89%
Pupils are not well fed and well clothed	17%
The different races or ethnic groups don't get along	6%
Parents attempt to interfere with the school	40%
There is too much competition for grades	23%
There is too much emphasis on athletics	17%
There are too many absences among students	49%
The classes are too large for effective teaching	49%
There should be a better mixture, the students are all too much of one type	54%
Too much time has to be spent on discipline	23%
The students aren't really interested in learning	69%
There is a lack of effective leadership from the school administration	17%
The parents put too much pressure on the students for good grades	11%
The teachers don't seem to be able to work well together	9%
The teachers have too little freedom in such matters as textbook selection, curriculum, and discipline	34%
There is too much student turnover	3%
The parents don't take enough interest in their children's school work	86%
We have poor instructional equipment: supplies, books, laboratory equipment, etc.	37%
There are too many interruptions during class periods	17%
There is too much teacher turnover	29%
There is too much turnover of administrators	23%

FROM STUDENTS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION	Upper Penn JHS South Score	Percentile Rank
FOCC (Father's occupation)	The students reported the occupation most like their fathers or male guardians found on a list of 145 possible occupations and 6 special categories.	The occupational categories were weighted from 1 to 96 according to a combination of education needed to secure the occupation and income derived from the occupation.	A higher value indicates that the school tends to draw a large proportion of its students from homes where the fathers are employed in higher-paying jobs requiring a higher educational level.	41.25	75
OCDESIRE (Occupational desire)	From the list of 145 occupations mentioned above, the students reported the occupations most like those they wish to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students desire to attain higher paying jobs requiring a higher educational level.	48.98	43
OCEXPECT (Occupational expectation)	From the list of 145 occupations the students reported the occupations most like those they really expect to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students expect to attain higher paying jobs requiring a higher educational level.	44.64	53
PCTGIRLS (Per cent of girls)	The students indicated their sex.	Expressed in percentage	A higher value indicates that the school has a greater proportion of girls in the grade level.	50.74	61
MEDUC (Mother's education)	The students reported the highest level of formal education attained by their mothers or female guardians.	9 = Ph.D. or professional degree 8 = Some work toward Ph.D or professional degree 7 = Master's degree 6 = Bachelor's degree 5 = Some college, vocational, technical, business school after high school 4 = High school graduate 3 = Some high school, but not a graduate 2 = Completed grade school 1 = None or some grade school	A higher value indicates that the school draws students from homes in which the mothers have attained a higher average level of formal education.	4.01	62
RESIDE (Type of community)	The students with the aid of the monitor reported the type of communities in which they were then living.	8 = Inside a very large city (over 500,000) 7 = Inside a large city (100,000 to 500,000 people) 6 = Inside a medium sized city (10,000 to 100,000) 5 = In a suburb of a very large city 4 = In a suburb of a large city 3 = In a suburb of a medium sized city 2 = In a small town (less than 10,000 people) 1 = In the open country or in a farming community	A higher value indicates that the students reside in larger areas of dense population, i.e., more removed from open space.	3.86	65

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PCTWHITE (Per cent white students)	The students reported their race.	Expressed in percentage	A higher value indicates that the school has a greater proportion of white students in the grade level.	97.35	78
LIBRARY (Accessibility of library)	The students reported how often they were able to use the school library.	5 = Often as needed 4 = Frequently, but not as often as I would like 3 = Only two or three days a week 2 = Only when class is scheduled for library work 1 = No library in school	A higher score indicates that the students report greater accessibility of the library.	3.70	8
COUNSEL (Accessibility of counselor)	The students reported how often they were able to talk to the school guidance counselor about a concern.	5 = Whenever need to 4 = Often, but not as frequently as I would like 3 = Only when making class schedules 2 = Only in group guidance session 1 = No guidance counselor	A higher value indicates that the students report freer access to the guidance staff.	4.25	6
HOMECLIM (Home climate)	The students reported their opinions on 8 items about home conditions.	Very much like me Usually like me Usually unlike me Very much unlike me Range: 0-24	A higher value indicates that the students have more favorable attitudes toward their home conditions.	13.93	59
STABLE (Stability of student residence)	The student reported the number of different school buildings attended within the past 3 years because family changed residence.	5 = My family has not moved within the past 3 years 4 = 2 school buildings 3 = 3 school buildings 2 = 4 school buildings 1 = 5 school buildings	A higher value indicates that the students come from families which are less mobile.	4.72	15
PARATT (Parental attitude toward school)	The students reported their opinions on three items: (1) My parents enjoy hearing about school (2) My parents feel the school is doing a good job (3) My parents support what the school does.	3 = Almost always 2 = Usually 1 = Sometimes 0 = Almost never Range: 0-9	A higher value indicates that the students felt their parents have a greater interest in the school, a higher opinion of the work of the work of the school, and greater support of the school.	5.61	37

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MORESB (Mores - Boys)	The students reported their perception of the single best way for a boy to get to be important and looked up to by other students.	7 = Being bright and well-informed 6 = Doing well in school 5 = Being a leader in school activities 4 = Being fun to be with 3 = Being an athletic star or a cheerleader 2 = Being good-looking 1 = Coming from the right family	A higher score indicates that students perceive intellectual factors as relatively more important than social factors or athletics in determining a boy's popularity.	4.17	70
MORESG (Mores - Girls)	The students reported their perception of the single best way for a girl to get to be important and looked up to by other students.	Same as for MORESB above.	A higher score indicates the students perceive intellectual factors as relatively more important than social factors in determining a girl's popularity.	3.68	65
VALUES (Personal values)	The students reported that quality which was most important to them as individuals regardless of what others may choose.	Same as for MORESB above.	A higher score indicates that students perceive intellectual pursuits as having more personal value than social status factors.	4.84	83

MORESB-MORESG-VALUES

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MORESB/ MORESG: Among the qualities listed below, what is the single best way for a boy /Girl to get to be important and looked up to by other students in this school?

VALUES: Among the qualities listed below, what do you feel is most important to you personally, regardless of what others may choose

	MORESB	MORESG	VALUES
Being bright and well informed	6%	6%	12%
Doing well in school	9%	6%	31%
Being a leader in school activities	26%	18%	6%
Being fun to be with	31%	28%	39%
Being an athletic star or cheerleader	15%	8%	5%
Being good-looking or attractive	10%	32%	4%
Coming from the right family	3%	2%	3%

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PERLERAT

Survey of School Problems: (Per Cent = Yes Responses)

The home environment of the pupil is not good	89%
Pupils are not well fed and well clothed	17%
The different races or ethnic groups don't get along	6%
Parents attempt to interfere with the school	40%
There is too much competition for grades	23%
There is too much emphasis on athletics	17%
There are too many absences among students	49%
The classes are too large for effective teaching	49%
There should be a better mixture, the students are all too much of one type	54%
Too much time has to be spent on discipline	23%
The students aren't really interested in learning	69%
There is a lack of effective leadership from the school administration	17%
The parents put too much pressure on the students for good grades	11%
The teachers don't seem to be able to work well together	9%
The teachers have too little freedom in such matters as textbook selection, curriculum, and discipline	34%
There is too much student turnover	3%
The parents don't take enough interest in their children's schoolwork	86%
We have poor instructional equipment; supplies, books, laboratory equipment, etc.	37%
There are too many interruptions during class periods	17%
There is too much teacher turnover	29%
There is too much turnover of administrators	23%

EXHIBIT E

Short Report for One School

Educational Quality Assessment
Spring 1974
Upper Penn Junior High South

The table which follows is a condensation of the 24-page Educational Quality Assessment report for Upper Penn Junior High South.

Last spring our 8th grade students completed lengthy questionnaires designed to appraise their attitudes, values, beliefs, habits and basic cognitive skills thought to be important in becoming a functioning young citizen in today's world.

Two of the scoring comparisons are included in the four-page chart. The first is the percentile rank in the state. Here the school score (the average score of our 8th grade students) is compared to other 8th grade schools in the state. The 56th percentile score on Goal I, Self-Esteem, says that slightly over half the schools in the state (56 per cent, to be exact) had lower scores than Upper Penn JHS while 44 per cent had higher scores.

This score, at the 56th percentile, was within the range expected for a school operating under circumstances such as ours. Since schools have vastly differing resources at their disposal, one wouldn't reasonably expect a ghetto school's students, coming from broken homes, to achieve as high a self-esteem score as their more privileged peers in a suburb. Hence, in addition to rank in state, a school can compare its student performance to the predicted score which tells us how schools operating with resources–money, students, teachers–similar to ours, are able to score.

Also included in the school report is all the information on the conditions measured which are used to construct the profile of the school. Some of this information came from the principal, some from teachers and students, and some others gathered yearly by the Department of Education.

Although there are 40 variables gathered which potentially might relate to student performance, only a subset of these is used to calculate predicted scores for any given goal.

Maybe only 10 of these will be used to predict, say, Goal VI. Knowing our standing on all of these 10 conditions, EQA can then calculate our predicted scores. They are saying that other schools, if operating under these circumstances, would be scoring in this range.

Some of the more interesting of these 40 conditions are reported on the previous page. The percentile rank tells us how we compare to other schools. There is a numerical scaling--a continuum along which scores can fall–and our percentile rank shows where our score places us. There is no value judgment intended, i.e., high scores which become higher percentile ranks cannot be equated with being *good*. For example, our average teacher age of 30.77 years places us at the 6th percentile–only six schools out of every 100 in the state have a younger average age for their faculty. If our faculty's average age were 60, we'd be at the 99th percentile, but no one is suggesting that is good or ideal or to be strived for. Likewise for all the other variables.

UPPER PENN SCHOOL DISTRICT

JUNIOR HIGH SCHOOL SOUTH

GOAL	SUBSCALES AND DESCRIPTIONS	PERCENTILE Predicted Percentile
I. Self-Esteem	*Self-confidence:* Feelings of success, self-determination, attractiveness and self-worth *Feelings of control over environment:* Belief that success in school and work depend on effort, not luck *Relationships with others:* Perceived ease in making and keeping friends and feelings of acceptance by others *Self-image in school:* Feeling of success in schoolwork, class recitation and teacher relationships	56 (39-75)
II Understanding Others	*Race:* Comfort when interacting with others of another race *Religion:* Comfort when interacting with others of different religious beliefs *Socioeconomic status:* Comfort with others who are richer or poorer than self *Intelligence:* Comfort with others of higher or lower ability levels *Handicap:* Comfort when interacting with others who are physically handicapped	53 (38-75)
III-V Basic Skills: Verbal	A 15-minute test of verbal analogies	49 (31-60)
III-M Basic Skills: Math	A 15-minute test to measure mathematical concepts and mathematical computations	15 (18-50)
IV Interest in School	*Attitude toward learning:* Willingness to expend effort to learn and valuing the importance of continued learning throughout life *Attitude toward school:* Belief school attendance is important; attitude toward school setting, teachers and coursework	61 (34-69)

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GOAL	SUBSCALES AND DESCRIPTIONS	PERCENTILE Predicted Percentile
V Citizenship	*Welfare and dignity of others:* Concern for feelings of others, willingness to protest racial discrimination and to accept new people into the group *Respect for law and authority:* Willingness to report lawbreaking, to refrain from destructive actions and to obey authorities during emergencies *Responsibility and integrity:* Willingness to report own mistakes and honoring self-made commitments to group and individuals	32 (15-37)
VI Health Habits	*Personal Health:* Willingness to follow proper diet, take proper medical precautions *Safety:* Restraint from unnecessary risk-taking at home, at school and at play *Drugs:* Restraint from improper use of prescription drugs and maintaning close contact with others using drugs	30 (10-44)
VII Creativity	*Visual Arts:* Willingness to use own ideas and design in painting, crafts, photography and sculpture *Performing Arts:* Willingness to perform in music, acting, sport or modeling *Science:* Willingness to do experiments in social and physical sciences and to design or work with mechanical or electronic gadgetry *Writing:* Willingness to produce original written products such as poems, jokes, skits, essays and music	68 (52-87)
VIII-K Vocational Knowledge	This multiple-choice vocational knowledge test taps understanding of skill, training and education requirements of various occupations.	26 (20-55)

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GOAL	SUBSCALES AND DESCRIPTIONS	PERCENTILE Predicted Percentile
IX Appreciating Human Accomplishments	*Valuing:* Attaching importance to achievement in the arts and sciences and valuing role played by people in these areas *Receiving:* Willingness to learn more about achievements in the arts and sciences, and to seek out experiences which provide first-hand information on what people in these areas are doing	76 (45-86)
X Preparing for a Changing World	*Using effective solutions:* Tendency to try solutions reflecting positive adjustment to change *Refraining from ineffective solutions:* Tendency to avoid use of aggressive or withdrawing reactions in face of change *Emotional adjustment:* Perception of length of the time needed to emotionally adjust to change	79 (27-71)
	Father's Occupation	75
	Mother's Education	62
	Teacher-Pupil Ratio	58 (1:27.5)
	Enrollment as percentage of building capacity	30 (87%)
	Innovative School Practices (reported by principal)	90
	Teacher Classroom Practices (reported by teachers)	41
	Percentage Female Teachers	87 (54% female)
	Desire to Remain in Teaching	48 (50% wish to continue in teaching)
	Teacher Experience	5 (6.08 yrs.)
	Teacher Age	6 (30.77 yrs.)
	Teacher perception of central administration	1
	Teacher perception of building administration	77
	Teacher satisfaction with building principal	70 (63% very satisfied, 26% somewhat satisfied)

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EXHIBIT F

Narrative and Chart for One School

In Upper Penn Junior High South of the above district, the school officials may look at the Health Habits score and conclude that even though they scored within their expected score range, they are not satisfied with a percentile rank of 30 and turn to the criterion-referenced scaling of that instrument for amplification of what contributed to that low score.

They might conclude: *Fewer of our students express desirable habits regarding drugs than is true throughout the state. Furthermore, only about one-third of our students express willingness to display proper safety and personal health behavior when confronted with unhealthful situations.*

Similar inferences might be drawn from looking at any of the other goal areas and their respective subscales.

Included in each school's report are the data collected to gain information about the school's surrounding conditions in order to obtain the profile used to calculate the expected scores. This information can provide some interesting clues about one's faculty, school and community. In all there are 40 such variables reported. Some of the more interesting follow:

1. Only 15 per cent of the junior high schools in the state have a student absentee rate as high as ours.

2. Our average class size of 27.5 compares favorably with the state average.

3. About two-thirds of the schools spend less per pupil for instruction than we do.

4. Our faculty is among the youngest in the state; they obviously are also low on experience.

5. There is a healthy mixture of teachers from the local area, other parts of the state, and even out-of-state.

6. The teachers are satisfied with their working relationship with students and the principal but feel relations with both parents and the district administration are in need of improvement.

7. Socioeconomically the area served by the school would be in the middle third of the state.

8. Students find the library very inaccessible. Fewer than half the students report being able to use the library as often as they would like.

9. In only one school in 20 do the students find the guidance counselor less accessible than in our school.

As with presenting any part of the report to the public, a few principles might be followed.

1. Every number in every report need not be shared with every audience.

2. Try to find some positive features to balance the negative.

3. Do not try to bury or ignore the *bad* news. But try to suggest your concern about this finding and what you are doing or plan to do to remedy the situation.

The data presented above may raise a number of questions or suggest plans of action apart from those arising from an analysis of goal scores and student performance.

Such ruminations might take the following form:

1. The faculty in the school is very young and inexperienced; very few have advanced degrees. Is this true of our other secondary schools? Are we hiring only young people? Is this a deliberate, district policy to economize? Or a conscious effort to bring in new blood and ideas? In other words, is this occurring accidentally or purposely and do we want to continue this policy?

2. Might the high student absenteeism, the teachers' feelings that parents don't take enough interest in their children's schoolwork, and the teachers' dissatisfaction with their relationships with parents all be related? Is there some way we could better involve the parents, teachers, and students?

3. How is our library currently functioning that so restricts its accessibility to students? Can we change library usage policy? Or is this the ammunition we need to at last obtain a new library?

4. Likewise the guidance counselors? Do we need another one or could an aide or secretary assume some of the clerical duties that currently burden the counselors and prevent their seeing students?

Typically a school report serves two purposes:

1. It calls attention to a problem area not previously noted by the staff.

2. It documents with objective evidence the suspicions harbored by the staff.

In either case the report can be used to draw attention to previously unheeded request for staff, programs, materials, facilities, etc. It can provide an external objective, *expert* assessment of needs.

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PENNSYLVANIA SCHOOL NORMS - GRADE 9 SCHOOLS

PERCENTILE DISTRIBUTION

PERCENTILE RANK	SELF ESTEEM	UNDERSTANDING OTHERS	BASIC SKILLS: VERBAL	BASIC SKILLS: MATH	INTEREST IN SCHOOL	CITIZENSHIP	HEALTH HABITS	CREATIVITY	VOCATIONAL ATTITUDE	VOCATIONAL KNOWLEDGE	APPRECIATING HUMAN ACCOMPLISHMENTS	PREPARING FOR A CHANGING WORLD	PERCENTILE RANK
MAXIMUM	66.53	63.16	21.10	19.73	92.35	71.04	76.38	79.93	55.53	20.85	64.47	69.58	MAXIMUM
95	65.43	60.91	19.24	18.81	81.18	68.28	71.49	47.80	52.50	20.46	60.69	65.90	95
90	64.73	60.59	18.82	18.32	80.09	66.59	70.49	45.63	52.13	20.16	59.48	65.06	90
85	64.16	60.27	18.48	18.17	79.30	65.39	69.71	44.70	51.82	19.89	58.75	64.33	85
80	63.77	59.93	18.24	18.02	78.76	64.69	69.29	43.76	51.64	19.69	58.35	64.00 A	80
75	63.46	59.59	18.00	17.87	78.21	64.09	68.88	43.01	51.46	19.49	57.96 A	63.68	75
70	63.14	59.31	17.76	17.72	77.72	63.49	68.46	42.37 A	51.28	19.29	57.63	63.36	70
65	62.84	59.13	17.61	17.57	77.32 A	62.90	68.02	41.74	51.09	19.14	57.36	63.10	65
60	62.57 A	58.96	17.45	17.42	76.91	62.33	67.47	41.10	50.89	18.99	57.09	62.83	60
55	62.30	58.79 A	17.29	17.27	76.50	61.75	66.91	40.49	50.68	18.86	56.83	62.56	55
50	62.03	58.62	17.14 A	17.12	76.09	61.18	66.36	40.00	50.47	18.70	56.55	62.32	50
45	61.72	58.43	16.98	16.97	75.67	60.46	65.88	39.50	50.29	18.55	56.26	62.10	45
40	61.21	58.24	16.78	16.80	75.24	59.66	65.41	39.00	50.12	18.41	55.97	61.88	40
35	60.69	58.06	16.57	16.59	74.82	58.86	64.93	38.50	49.95	18.27	55.67	61.66	35
30	60.32	57.87	16.36	16.38	74.38	58.31 A	64.46 A	38.01	49.78	18.13 A	55.36	61.45	30
25	59.96	57.59	16.14	16.16	73.89	57.77	64.01	37.35	49.55	17.99	54.94	61.04	25
20	59.59	57.24	15.76	15.91	73.41	57.22	63.55	36.59	49.29	17.80	54.52	60.50	20
15	59.20	56.89	15.38	15.64 A	72.92	56.60	63.10	35.83	49.03	17.47	54.05	60.08	15
10	58.81	56.51	14.93	15.32	72.05	55.60	62.20	35.07	48.56	17.07	53.49	59.72	10
5	58.27	56.02	14.24	14.35	70.85	54.49	60.53	33.38	47.84	16.08	52.75	59.35	5
MINIMUM	57.25	53.37	11.35	10.08	67.54	48.63	55.87	29.92	46.66	11.58	50.88	57.95	MINIMUM
STATE MEAN	61.79	58.59	16.97	16.88	76.17	60.98	66.36	40.61	50.44	18.57	56.60	62.39	
STANDARD DEVIATION	2.19	1.58	1.59	1.48	3.43	4.22	3.51	5.59	1.45	1.39	2.36	2.06	

Commonwealth of Pennsylvania
Department of Education

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BASIC EDUCATION CIRCULAR 80

Subject: Release of Educational Quality Assessment Data

DATE ISSUED	March 29, 1974
NUMBER OF SHEETS	1
DATE EXPIRES	Indefinite

THIS MATERIAL MAY BE REPRODUCED

To: Chief School Administrators
Intermediate Unit Executive Directors
School Board Secretaries

From: Donald M. Carroll, Jr.
Commissioner for Basic Education

Don Carroll

The following guidelines are for the release of Educational Quality Assessment results. They will apply to school districts participating in the assessment program beginning in 1974.

The Division of Educational Quality Assessment (EQA) will, on request, disclose whether or not a district is in the assessment program beginning with 1974 participation. Lists of districts participating in a given year will not be published.

After May 1 of the year following the report, EQA, using the guidelines below, will release any information in the school status profile to an interested resident of a school district. Information for a group of school districts will not be released to agencies, intermediate units, etc.

(a) At the time of the school report, EQA will suggest to the superintendent that the information is public domain and should be released to teachers, school board and community.

(b) EQA will refer interested residents' initial requests for data to the local school district superintendent. Superintendents will be informed that if the request is not honored or satisfied at the local level the department will release the data.

(c) Requests for local school district information not honored, or satisfied under (b) above, will require the resident to travel to Harrisburg where he or she will be given the information. No information will be released over the telephone or by mail.

Please refer all questions to:

Thomas E. Kendig, Chief
Division of Educational Quality Assessment
Bureau of Planning and Evaluation
Department of Education
Box 911
Harrisburg, Pennsylvania 17126
(717)-787-4234

Pennsylvania's Ten Goals of Quality Education

Quality education should:

I Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.

II Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.

III Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.

IV Help every child acquire a positive attitude toward the learning process.

V Help every child acquire the habits and attitudes associated with responsible citizenship.

VI Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.

VII Give every child opportunity and encouragement to be creative in one or more fields of endeavor.

VIII Help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities.

IX Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.

X Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.